

Implementation Guide:

**Housing for Educators: A Policy Implementation
Guide to Tackle the Teacher Shortage Crisis in
California State**

Pilot program



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Policy Implementation Guide for Housing Subsidies for Los Angeles Teachers

Problem & Solution Statement

Problem:

The problem addressed in this implementation guide is the persistent teacher shortage crisis in California state, which negatively impacts the quality of education for students. Despite being a decade old, the issue of teacher shortages persists in classrooms, with an estimated 50,000 educators missing this year. The increasing expense of housing, when compared to the relatively low salaries of teachers, is a major element that contributes to the issue. This situation creates a challenge for teachers to afford living near their workplace (Peeples,2022).

Solution:

This guide aims to provide a roadmap for implementing a housing subsidy policy program for teachers to address the teacher shortage crisis and support the recruitment and retention of high-quality educators.

FOCAL ORGANIZATION TO IMPLEMENT A HOUSING SUBSIDY POLICY PROGRAM

California Teachers Association (hereinafter-CTA) is going to implement housing subsidy policy for teachers to address the growing teacher's shortage crisis in State California, particularly in Los Angeles as a pilot program. CTA is a professional organization representing over 310,000 educators in the state of California. One of the main goals of the California Teachers Association is to ensure the safety and prosperity of its members, enhance the environment of teaching and learning, promote the availability of accessible and high-quality public education for all, ensure the preservation of human dignity and civil rights of people of all ages, and strive for a society that is more democratic, equitable, and fair. CTA has a history of advocating for better working conditions and compensation for teachers. There are a few reasons why CTA is chosen as a good choice for implementing a housing subsidy policy for teachers. Firstly, the CTA has a strong understanding of the challenges facing teachers in California, including the high cost of living and the difficulties of finding affordable housing. They have already advocated for policies that support affordable housing for teachers, such as Assembly Bill 45 which provides financial incentives to developers who build affordable housing for educators. Secondly, the CTA has the organizational infrastructure and resources necessary to administer a housing subsidy program for its members. CTA can create a dedicated department or team to manage the application process, determine eligibility criteria, and distribute the funds. Additionally, leverage existing partnerships with local government agencies and non-profit organizations to ensure that the program reaches as many teachers as possible. Finally, the CTA has a strong track record of successfully advocating for policies that benefit teachers and students in California. Also, CTA has a wide network of members and supporters who could help build momentum for the policy and lobby elected officials to provide funding for the program.

The CTA plans to introduce a pilot program in Los Angeles that aims to provide housing subsidies for teachers to retain them, with the long-term goal of implementing this policy throughout California. Los Angeles district was selected as a pilot for a policy implementation program because it is the largest district in California and around 40% of newly hired teachers were not certified (Lambert, 2022). This

indicates that the state needs to prioritize its efforts in districts where there is a greater need for qualified and certified teachers.

What is Housing Subsidy for Teachers?

A housing subsidy for teachers is a program that provides financial assistance to help teachers afford housing. The program is intended to address the challenge of high housing costs, which can make it difficult for teachers to live near their place of work. The government provides a policy program for housing subsidies to support teachers in affording their housing costs. The California Teachers Association has been designated to carry out the implementation of this program.

The subsidy take different forms, such as a direct payment to the teacher to help cover their housing costs, a loan to help the teacher purchase a home, or a rental assistance program to help the teacher afford rent.

To qualify for a housing subsidy for teachers, applicants must meet certain eligibility requirements.

The goal of a housing subsidy for teachers is to help attract and retain qualified teachers by making it easier for them to live near their place of work. This can be particularly important in areas where housing costs are high and the cost of living is otherwise challenging. By providing financial assistance to help teachers afford housing, the program can help ensure that teachers are able to focus on their work and provide quality education to their students.

Who is Eligible to Apply for the Housing Subsidy?

The California Teachers Association CTA is to implement a policy to provide housing subsidies to eligible teachers in Los Angeles. This policy implementation guide outlines the eligibility criteria for the first group of teachers eligible to apply for the subsidy.

The following eligibility criteria must be met by perspective applicants:

- Have a valid teaching credential or be enrolled in a teaching credential program.
- Currently be employed by a public school or district in Los Angeles.
- Have a minimum of 2 years of teaching experience in Los Angeles.
- Commit to teaching in Los Angeles for at least 5 years after receiving the subsidy.
- Not have received any disciplinary action or been subject to any formal complaints in the past 3 years.
- Be able to provide proof of their legal right to work in the United States.
- Not own any other property within a certain distance of their workplace or reside in a residence owned by a family member.
- Demonstrate financial need and provide documentation of their income and expenses.
- Not have any outstanding debts or legal issues that could prevent them from receiving the subsidy.
- Agree to participate in any required program evaluations or surveys to provide feedback on the effectiveness of the subsidy program.

It is essential that applicants provide all required documentation and meet all eligibility criteria to ensure fair and equitable distribution of the housing subsidies. The CTA will review all applications thoroughly and make decisions based on the eligibility criteria outlined in this policy implementation guide.

It is the responsibility of the CTA to ensure that the implementation of this policy is consistent with the organization's mission and values. The CTA reserves the right to modify or amend this policy

implementation guide as needed to ensure the effective implementation of the housing subsidy program for Los Angeles teachers.

The above eligibility criteria must be followed strictly to ensure that only eligible teachers receive the housing subsidy. The CTA is committed to ensuring the effective implementation of this policy to help address the housing crisis in Los Angeles and support the retention of experienced teachers in the area.

Key Implementation Steps Overview

Phase 1. *Funding*

1. Financing Implementation
2. Proposed budget
3. Annual budget

Phase 2. *Creating buy-in by implementers*

1. Potential Sources of Resistance to the Housing Subsidy Program
2. Community Members
3. Teachers
4. Banks, Landlords and Real Estate Agents

Phase 3. *Sustainability of the Housing Subsidy Program*

1. Challenges that the Housing Subsidy Program might face in the long run.
2. The Importance of addressing these challenges
3. Solutions and Recommendations

Phase 1. Sufficient financial resources and the ability to execute at the local level.

The first phase of the implementation of the housing subsidy program focuses on launching and maintaining the program for the first year and subsequent years. The implementation of the housing subsidy program for teachers in Los Angeles will require a significant investment of time and resources to ensure its success. By following the steps outlined below the California Teachers Association will ensure that the program is launched successfully and will provide meaningful support to teachers who are struggling to afford housing in the city.

The estimated budget is based on a program that would provide 200 teachers with a \$50,000 subsidy per year. In Year 1, it is estimated that a total of \$10,555,000 will be required to launch the program. This will cover a range of costs, including research and development of the policy, hiring staff to administer the program, public outreach, and education, establishing a system to receive applications and review eligibility, and pilot program launch costs. Below is a detailed guide of CTA outlining the financing process for the housing subsidy program for teachers in Los Angeles:

- Developing a comprehensive budget plan for the housing subsidy program. This should include all necessary expenses, such as salaries for staff members, administrative costs, and any other costs associated with the program.
- Establishing a system to receive applications and review eligibility for the housing subsidy program is a crucial component of the implementation process. Here are some specific details on how this is going to be done: **1. Creation of an online application portal:** The first step is to create a user-friendly online portal where teachers can apply for the housing subsidy program. The portal should be easy to navigate and should allow teachers to submit their applications and supporting documentation electronically. **2. Determining eligibility criteria:**

Before launching the application portal, it's important to clearly define the eligibility criteria for the housing subsidy program. **3. Development of a review process:** Once applications are received, staff members will need to review them to determine whether the applicants meet the eligibility criteria for the program. This review process should be well-defined and should include clear guidelines on what documentation is required to verify eligibility. **4. Assignment of staff members to review applications:** Depending on the volume of applications received, it may be necessary to assign specific staff members to review and process applications. These staff members should be trained in the eligibility criteria and the review process to ensure consistency and accuracy. **5. Notification of applicants of their status:** Once applications have been reviewed, staff members will notify applicants of their eligibility status. This can be done through the online portal or via email and will include clear instructions on how to proceed if the applicant is eligible for the subsidy.

- Hiring staff members to administer the program. This will include a program manager, financial analyst, and other support staff as needed.
- Conducting public outreach and educational efforts to inform teachers about the program and encourage them to apply. This will include developing a marketing campaign and partnering with local education organizations and media outlets to spread the word.
- Launching a pilot program to test the effectiveness of the subsidy program. This will involve selecting a group of 200 teachers to receive \$50,000 subsidy and monitoring their experiences over the course of the year.
- Evaluating the pilot program and making any necessary adjustments to the program based on feedback from teachers and staff members.
- Securing funding for subsequent years of the program. This involves seeking grants or partnerships with other organizations to ensure the program continues to provide subsidies to teachers in Los Angeles.
- Expansion of the program to include more teachers in subsequent years, based on the success of the pilot program and available funding.

1-Year Proposed Budget

Sum	Description
\$60,000	Research and development of the policy. This includes costs associated with researching best practices for teacher housing subsidies, developing the program guidelines and eligibility criteria, and consulting with experts in housing and education policy.
\$ 200,000	Hiring staff to administer the program. This includes the cost of hiring a program manager and support staff to oversee the application and selection process, monitor the program, and handle inquiries from potential applicants and the public.
\$ 35,000	Public outreach and education. This includes the cost of creating materials and outreach efforts to inform eligible teachers about the program and how to apply, as well as promoting the program to the wider community and engaging with stakeholders such as schools and teacher associations, and financing institutions.
\$ 60,000	Establishing a system to receive applications and review eligibility. This includes the cost of developing an online application system or hiring contractors to create a system for processing applications, as well as training staff on how to review and process applications and verify eligibility.
\$ 10,200,000	Pilot program launch costs. This includes the cost of providing subsidies to the first cohort of 200 eligible teachers, as well as any costs associated with marketing the

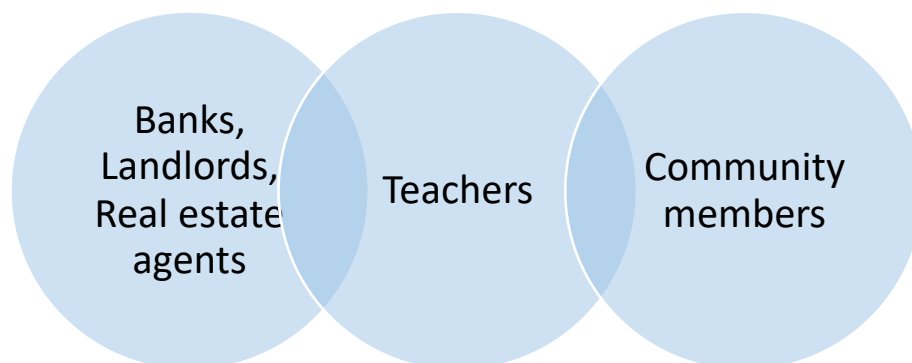
	program, conducting outreach efforts, and handling inquiries from the public and potential applicants.
Total 1 Year Budget: \$ 10,555,000	

Annual Budget:

Sum	Description
\$160,000	Administration and staffing. This includes the cost of salaries and benefits for program staff, as well as any ongoing costs associated with administering the program and processing applications.
\$ 50,000	Public outreach and education. This includes the cost of ongoing outreach efforts to promote the program and engage with eligible teachers, as well as any materials and events that may be needed to keep the public informed about the program.
\$ 10,000000	Subsidy payments for eligible teachers. This assumes that 200 teachers receive a \$50,000 subsidy per year, which would be disbursed in monthly or annual payments, depending on teacher preferences.
\$ 20,000	Monitoring and evaluation of the program. This includes the cost of evaluating the program's impact on teacher retention and student outcomes, as well as monitoring compliance with program guidelines and eligibility criteria.
Total Annual Budget: \$10,230,000	

Phase 2: Creating Buy-in by Implementers

The individuals or Entities responsible for the Implementation of the Housing Subsidy Policy Program



The policy will involve several key groups, including *Teachers, Community Members & Financial institutions such as Banks, Landlords and Real Estate Agents.*

Community Members:

One of the potential sources of resistance includes **COMMUNITY MEMBERS** who may feel that the policy is unfair or unjustified (Kellogg, 2009). A potential buy-in for community members who may feel that the housing subsidy policy for teachers is unfair or unjustified could be to highlight the positive impact of the policy on the community's well-being and the quality of education provided to children. This can be achieved by emphasizing that providing housing subsidies to teachers will attract and retain high-quality teachers, who will be better able to provide a quality education to students. To address this, it will be important to emphasize the positive impact of the policy on the community. To inform community members about the positive impact of the housing subsidy policy for teachers, CTA will engage with the community members through various means of communication, such as:

- ***Social Media Campaign:*** Creating a social media campaign that highlights the positive impact of the policy on the community, especially on children's education. This will be done through targeted social media ads or by encouraging teachers, parents, and community leaders to share personal stories and experiences about the importance of high-quality teachers.
- ***Partnerships:*** Building partnerships with local community organizations, such as parent-teacher associations, community centers, and local businesses, to promote the policy and its benefits for the community.
- ***Informative Flyers:*** Creating informative flyers that explain the policy and its benefits for the community. These flyers will be distributed in high-traffic areas, such as community centers, libraries, and local stores.
- ***Community Meetings:*** Hosting community meetings to discuss the policy and its benefits for the well-being and quality education of the children in the community. These meetings will address any concerns or objections community members may have and provide an opportunity to ask questions and receive answers.

Teachers:

The implementers of the pilot program would also be the TEACHERS who would need to apply for and meet the obligations and responsibilities of receiving the housing subsidies. One potential issue that can arise with program requirements is a lack of understanding among teachers regarding what is expected of them. Policymakers may assume that teachers fully comprehend the eligibility criteria and obligations associated with a program, but this is not always the case (Spillane, 2009, p.74). If teachers do not have a clear understanding of the requirements, they may inadvertently fail to meet them, leading to unintended consequences. For example, if a program provides teachers with housing but requires them to teach at the school for five consecutive years from the moment the house is provided, teachers may not realize the importance of meeting this requirement and could end up leaving before fulfilling their obligation. To prevent such issues, it is essential to ensure that teachers have a thorough understanding of program requirements and any associated obligations before participating in the program. This could involve providing clear and concise explanations of program requirements, as well as opportunities for teachers to ask questions and seek clarification. Implementers may resist making the changes asked of them for several reasons: 1. As it is a new policy that was never passed before, teachers may not trust the policymakers or the program administrators to have their best interests in mind. This can lead to skepticism and reluctance to participate in the program; 2. Teachers may perceive the program as unfair or discriminatory, particularly if not all teachers are eligible for the subsidies or if the terms and conditions are too challenging to carry out. 3. Teachers may feel that the administrative burden of applying for and complying with the program requirements is too high, especially if they are already overburdened with other tasks.

Alvares and Thompson (2014) emphasized the important role of teachers in the education system as they directly impact students' learning experiences. Teachers should not just follow the rules, but also be involved in making and changing policies. Many scholars agree that teachers may have their own ideas and may resist or change established policies to align with their beliefs (p.168). To get teachers to support the program, they will be involved in the decision-making process. This means teachers will be involved in the development of the program – from identifying the problem to developing a solution. This will help to ensure that the program aligns with Teachers' needs and interests and will increase their sense of ownership and commitment to the program. This means CTA will communicate the program goals, eligibility criteria, and requirements clearly and transparently. To address any resistance that may come from teachers, the following steps will be taken:

- Involving teachers in the decision-making process: Teachers will be involved in the development of the program from start to finish. This will help to ensure that the program aligns with their needs and interests, increasing their sense of ownership and commitment to the program. To involve teachers in the decision-making process, CTA will: **1. Identify of group of teachers** who are willing to participate in the decision-making process by sending written requests to school principals of the district to participate in the decision-making process. Each school community may decide who is going to be the representatives. These teachers will represent different grade levels, subjects and demographics. **2. Conduct needs assessment:** CTA will conduct a needs assessment to identify the specific housing needs and challenges faced by teachers. This will be done through surveys, focus groups, or interviews with the representative group of teachers. **3. Develop solutions collaboratively:** Based on the needs assessment, CTA and the representative group of teachers will work collaboratively to develop solutions that address the identified needs and challenges. This can involve brainstorming sessions, consultations with experts, and research into best practices. **4. Provide regular updates:** CTA will provide regular updates to the representative group of teachers on the progress of the program development. This involves meetings, emails, or other forms of communication. **5. Seek feedback:** CTA will seek feedback from the representative group of teachers on the proposed solutions and make adjustments as necessary. This can involve pilot testing or other forms of experimentation.
- CTA will work on communicating the program goals clearly by developing a communication plan that includes multiple channels and methods to reach all teachers. This will include holding informational meetings, creating flyers or brochures, posting information on the CTA website, and sending regular email updates. The information will be presented in clear, concise language, and any technical terms should be explained. CTA should also be open to feedback and questions from teachers and address any concerns they may have. This can be achieved by creating a hotline or email address specifically for questions related to the housing subsidy program. Additionally, CTA will work with teachers to gather feedback on the program goals and eligibility criteria. This will be done through surveys, focus groups, or other feedback mechanisms to ensure that the program meets the needs of teachers and is perceived as fair and justifiable.
- To streamline the application and compliance process, the CTA will take the following steps: **1. Develop a user-friendly online application system:** Teachers will be able to apply for the housing subsidy program online easily. The application will be designed to be user-friendly and easy to navigate. **2. Provide clear and concise instructions:** The CTA will provide clear and concise instructions on how to complete the application process. The instructions will include what documents are required, how to submit them, and any deadlines that must be met. **3. Assign a point of contact:** The CTA will assign a point of contact to each teacher who applies for the housing subsidy program. The point of contact will aid and answer any questions the teacher may have throughout the application and compliance process. **4. Offer training and resources:** The CTA will offer training and resources to teachers to help them navigate the housing subsidy process. This will include information on how to search for suitable housing options, how to work with landlords, and how to negotiate rental agreements. **5. Provide ongoing support:** Once a teacher is enrolled in the housing subsidy program,

the CTA will provide ongoing support to help ensure compliance. This will include regular check-ins and reminders of important deadlines.

- To address concerns and feedback from teachers, CTA will establish an open communication channel where teachers can ask questions, provide feedback, and express any concerns they may have regarding the program. This will be done through regular meetings or town hall sessions where teachers will engage in discussions and provide feedback on the program's implementation. CTA will also conduct surveys or focus groups to gather feedback from teachers and use this information to make necessary adjustments to the program. Additionally, the CTA will appoint a liaison or point of contact who can act as a mediator between the teachers and program administrators to address any issues that arise. It is also important for CTA to communicate any changes or updates to the program clearly and transparently to all teachers to ensure that everyone is on the same page. This will be done through regular updates on the program's website, newsletters, or email updates to teachers.

Banks, Landlords and Real Estate Agents:

The housing policy program for teachers may face resistance from banks, landlords, and real estate agents due to various reasons, including financial concerns, administrative burden, and public perception. These stakeholders may fear that the program would negatively impact their financial interests, such as landlords having to reduce rent prices and banks facing increased risks of default on mortgage payments. They may also feel that the administrative requirements and procedures of the program are too complex or time-consuming. Additionally, these stakeholders may be worried about the public perception of the program, particularly if it is viewed as favoring teachers over other professions or groups. **To address these potential sources of resistance, CTA will:**

- Provide financial incentives to address the resistance from banks, landlords, and real estate agents towards the housing policy program for teachers. For example, program administrators will offer tax breaks or other financial incentives to landlords to encourage them to participate in the program. This will be a win-win situation for both parties, as landlords will benefit from the financial incentives while providing housing to teachers. Similarly, banks will offer lower interest rates on mortgages to teachers who qualify for the program, which will help to alleviate the concerns of banks about the increased risk of default on mortgage payments. To implement this, CTA will work with policymakers to identify and offer financial incentives that are feasible and attractive to the stakeholders. They will also communicate the benefits of participating in the program, including the potential positive impact on the community and the stakeholders themselves. Additionally, CTA will explore partnerships with local organizations and businesses to further incentivize participation in the program. For example, real estate agents will be encouraged to participate in the program by offering discounts or other benefits to teachers who use their services. It is important to note that financial incentives will be offered in a way that does not compromise the integrity and fairness of the program. The incentives will be designed to encourage participation and support the program's goals, rather than create undue advantage for any stakeholder group.
- CTA will work out the administrative burden by streamlining the application and verification process. To simplify the process, program administrators will provide online portals or streamlined application forms that reduce the burden on landlords and real estate agents. Additionally, the program administrators will ensure that the verification process is straightforward and requires minimal documentation, and they will offer support and guidance to landlords and real estate agents throughout the process. By simplifying the administrative procedures, landlords and real estate agents will be more willing to participate in the program, thus increasing the number of housing options available to teachers.
- To encourage the participation of landlords, real estate agents, and banks in the housing policy program for teachers, CTA will also communicate the benefits of the program to them. The program

administrators will explain how the program can have a positive impact on the community and increase business opportunities for them. For instance, having high-quality teachers in the area can improve the quality of education in the community, attracting more families to live in the area and potentially increasing demand for rental properties or home purchases. CTA will emphasize the positive impact that the program can have on the community and the stakeholders involved, encouraging their participation and support.

Phase 3: Sustainability of the Housing Subsidy Program

The implementation of the Housing Subsidy Policy could face significant challenges in the long run as a result of various factors. A major challenge that could hinder the policy's sustainability is:

1. The potential opposition from individuals who are not benefitting from the housing subsidies may voice their objection or opposition towards teachers receiving such benefits if they perceive that it may lead to an escalation in rental prices or if they themselves are not receiving comparable subsidies. The strength and longevity of this opposition can ultimately undermine the success of the Housing Subsidy Policy. Therefore, CTA will consider these concerns and develop strategies to address them to ensure the policy's effectiveness and sustainability. According to Anderson & Colyvas (2021), one possibility is that CTA may support the opposing individuals by aligning with their self-interest. One solution is to engage with the stakeholder groups and address their concerns through effective communication and collaboration. The CTA will work with these groups to identify and understand their self-interest and develop strategies that align with both the policy's goals and their interests. It is a well-known fact that in densely populated areas with high living expenses, landlords have historically held an advantageous position in setting rental prices, often leading to frequent rent increases without regard for the financial burden on their tenants. However, this issue of unstable rent prices can be mitigated through the implementation of a constraint or regulation in the policy that limits the extent to which rent in the area can be raised. CTA will offer affordable housing and stabilize rent prices by acquiring and holding land for the long-term benefit of the community. This solution will lead to a more equitable and sustainable rental system not only for teachers, but also for community tenants and landlords as well.

2. Additionally, if the policy does not address the underlying reasons behind the problem of the teacher shortage, including but not limited to low salaries and poor working conditions. This policy solution may only provide temporary solutions and fail to address the long-term issues. This can lead to overburdened teachers who may not receive adequate support in implementing effective instructional methods. Overburdened teachers may struggle to keep up with the demands of their job, leading to burnout and high rates of turnover. This could make things worse, especially for low-income schools and communities of color that are hit hardest by the teacher shortage problem. To solve the teacher shortage problem in this issue, teachers should collaborate closely with expert colleagues, forming strong connections and engaging in deep interactions (Coburn et al., 2012) This will allow them to delve into important issues that go beyond surface-level problems and improve their ability to learn new instructional methods. By refining their teaching strategies over time, this sustained collaboration can lead to more effective solutions and long-term sustainability. The California Teachers Association (CTA) can play an important role in promoting the type of interaction and collaboration to address the underlying issues of the teacher shortage. Except for advocating increased salaries, the CTA will provide opportunities for teachers to engage in deep interactions and collaborations with expert colleagues, such as through professional development workshops or conferences. By bringing together teachers from different schools and districts, the CTA will facilitate the exchange of knowledge and ideas. To facilitate the process of promoting deep interactions and collaborations between teachers to address the underlying issues of the teacher shortage, the CTA will take the following steps:

- Organize professional development workshops or conferences where teachers can learn new instructional approaches and techniques. The CTA will invite experts in different areas of education to lead these workshops or conferences.
- Facilitate the formation of teacher networks, where teachers can connect with each other and share knowledge and resources. The CTA will provide an online platform where teachers can interact and collaborate with each other.
- Offer grants or funding opportunities to support teacher-led initiatives that address the underlying issues of the teacher shortage. The CTA will provide funding for projects that aim to improve working conditions or increase teacher retention rates.

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